DOCUMENT RESUME

ED 117 084 SP 009 782

AUTHOR	George, Paul S.
TITLE	Better Discipline: Theory and Practice. Classroom Applications of Behavioral Psychology.
INSTITUTION	Florida Educational Research and Development Council, Gainesville.
PUB DATE	75
NOTE	78p.
AVAILABLE FROM	Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32611 ($2.00 ea.; 10 percent discount for 5 or more copies)
JOURNAL CIT	Research Bulletin; v9 n4 Summer 1975
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Behavioral Sciences; *Behavior Change; Behavior Problems; Behavior Theories; *Contingency Management; Discipline; *Performance Contracts; *Positive Reinforcement; *Reinforcement; Reinforcers

ABSTRACT

The subject of this bulletin is achieving better discipline through the use of contingency management. Part 1 discusses the basic beliefs of behaviorists and the basic principles of behaviorism. It states that all human beings do what they do in pursuit of some variety or combination of tangible reinforcers, social reinforcers, and intangible reinforcers. Part 2 is concerned with ways to help teachers apply positive reinforcement in systemic ways. It begins with guidelines for using contingency management and then presents 23 contingency management techniques for the classroom. Part 3 contains questions and answers to help teachers understand and apply both the principles of behavioral psychology and the process of contingency management. The bulletin also includes lists of potential reinforcers and additional readings. (RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117084

FLORIDA EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL

FEB 3 1976

RESEARCH BULLETIN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Better Discipline: Theory and Practice
Classroom Applications of Behavioral Psychology

SP 009 182

2

Volume 9 Summer, 1975 Number 4

BETTER DISCIPLINE: THEORY AND PRACTICE
CLASSROOM APPLICATIONS OF BEHAVIORAL PSYCHOLOGY

by

Dr. Paul S. George
Department of Curriculum and Instruction
College of Education
University of Florida
Gainesville, Florida

Published by

THE FLORIDA EDUCATIONAL RESEARCH AND
DEVELOPMENT COUNCIL

Summer, 1975

Published Quarterly

Annual Subscription ---------- $6.00

Individual Copies ---------- $2.00

(10% discount for 5 or more) Orders of four or less must be prepaid

A research bulletin prepared for the Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32611.

INDIVIDUAL SUBSCRIPTIONS

are available to

Florida Educational Research and Development Council Bulletins

Four (4) 1975-76 Research Bulletins on
Current Topics in Education

A Bonus Bulletin is available
with your New Subscription.
You may select one Bulletin from the list
at the back of this Bulletin without additional cost.

Tear Here

Please fill in this page and send to:

FERDC
126 Building E
University of Florida
Gainesville, FL 32611

The Bonus Bulletin I would like to receive is: _____

_____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Tear Here

Enclosed is my check/money order to FERDC in the amount of
$6.00 to cover the cost of my subscription, mailing, and handling.

TABLE OF CONTENTS

Introductory Remarks 1

The Theory Behind the Practice 4

Practical Applications 16

Suggestions for Successful Contingency Management. 52

Additional Reading 67

FOREWORD

One of the most persistent problems reported in surveys of teachers - young, old, experienced, inexperienced - is discipline.

In the past, many "solutions" to this problem have been offered, but discipline problems continue to be reported in the professional literature and more and more frequently in the daily paper and popular magazines.

In the last few years, however, a technique, contingency management, based on research and field tested in thousands of classrooms, has become recognized as one possible solution to the discipline problem which appears to produce results.

As the author of this bulletin points out, this technique is not represented as "a panacea, workable at all times in all situations", but it is one important and powerful technique that, if studied and used properly, can produce positive effects.

FERDC has as one of its major goals the translation of theory into practice. In this bulletin there is a brief presentation of the basic theory and a wealth of practical suggestions for applying contingency management. Paul George has combined a scholarly background with his day-to-day observations in our public schools and has produced what we believe is a usable product.

We would like to reinforce his behavior by thanking him for his excellent work.

Spring, 1975

W. F. Breivogel, Ed. D.
Executive Secretary, FERDC

PREFACE

In a very real sense, teachers are like locksmiths. Effective locksmithing depends upon the possession of a tool kit stuffed with the widest possible variety of tools. Effective classroom management also rests on the mastery of a wide variety of control strategies, and a knowledge of when and how each should be used. Contingency management is only one such strategy, albeit a very important one. Certainly, personal warmth and effective interpersonal communication skills, a working knowledge of the characteristics and needs of school children, good curriculum planning, and appropriate instructional techniques are also critical to effective classroom management. The theory and techniques of behavioral psychology which are detailed here are presented for educators to consider and to use or not use in conjunction with other skills, as their professional judgement indicates. There is no intention to suggest that applications of behavioral psychology represent a panacea, workable at all times in all situations, but that contingency management is one important and powerful tool in the good teacher's repertoire.

BETTER DISCIPLINE: THEORY AND PRACTICE

CLASSROOM APPLICATIONS OF BEHAVIORAL PSYCHOLOGY

Introductory Remarks

Public school teachers throughout the nation are faced with a new and thoroughly perplexing situation. In the midst of the rising incidence of conflict and disruption in the classroom, nonteaching public school personnel and critics of public school teaching have seemingly joined hands to remove the traditional strategies for maintaining control in the classroom. Teachers are told that they may not use physical punishment, expulsion is unpopular, and the "humanistic" alternative all too often is either too difficult to translate into immediately practical terms or simply fails to do what its advocates advertise. What are classroom teachers to do? In their search for satisfactory alternatives, where can they turn?

In the past when teachers turned to educational theory or to the behavioral sciences for help, more often than not they received a disappointing array of advice and folk wisdom drawn from the experience of other supposedly successful practitioners.

While this wisdom may have worked for its originators, too frequently it was not transferable, depending too heavily for success upon the particular personality of the practitioner. Disappointed teachers became frustrated, drifting to more punitive methods or retreating from the teaching profession entirely. Inability to discipline became the most frequent cause for failure in the classroom. Fortunately, the educational psychology of the seventies has more to offer.

Behavioral psychology and educational theory now offer beleagured teachers an alternative to workable generalities or punitive restrictions. For the past 25 years behavioral psychologists, following the lead of Harvard scholar B.F. Skinner, have been working to develop a "technology of behavior" that will be of practical use to teachers in the public schools.[1]

Programmed instruction was one of the early results of this research. A more recent innovation from the same source is the controversial phenomenon known as performance contract-

---

[1]See for example, B.F. Skinner, The Technology of Teaching, New York: Appleton, Century, Crofts, 1965. Also see Skinner's most recent theoretical tone, Beyond Freedom and Dignity, New York: Alfred Knopf, 1971.

ing. The technique possessing the most immediate practical power for teachers, however, is the strategy most commonly known as behavior modification. Another term for the same process, contingency management, has somewhat less objectionable connotations and seems to be gaining wider usage. The name applied to the process is not nearly so important as the results achieved.

What are the tools for teachers which contingency management provides? How are they used? How can today's teachers, in search of realistic, yet nonpunitive, classroom management techniques accomplish what society says they must? Is there a new source of "survival strategies" for today's teachers? What strategies can teachers employ? What theories offer the greatest promise?

PART ONE

THE THEORY BEHIND THE PRACTICE

Basic Beliefs of Behaviorists

Psychology began with the study of philosophy, which in turn emerged from religion. Even today psychologists can be grouped, although perhaps only roughly, on the basis of the largely unprovable beliefs or assumptions which form the foundation for their work. This commitment on the part of American psychologists is so fundamental that its impact can be traced throughout the efforts of all of modern psychology. This seems to be particularly the case in the area of psychology in teaching and learning.

Because these beliefs are so deeply imbedded in American psychology, the proper application of behavioral psychology in public school classrooms is contingent upon an awareness of just what these beliefs are. Teachers interested in an effective use of the tools presented later in this booklet must, therefore, alert themselves to the theory which guides the process.

An unskilled worker may be able to correct a malfunctioning

automobile engine if he is told exactly what to do, and if he is supervised very carefully every step of the way. To be an effective automobile mechanic, one must master the theories and principles of electronic, fuel and mechanical systems. With such a knowledge the mechanic can diagnose difficulties, make appropriate adjustments and be his own troubleshooter. In the same way, the problems unique to a particular situation which arises in the application of behavioral psychology in the classroom can only be solved by beginning with and remaining aware of the beliefs and principles which form the basis of theory.

Perhaps the most basic assumption to which behaviorists adhere is the belief that the real physical world exists and that our senses bring us common knowledge of that world. Our eyes are like cameras, our ears like tape recorders, bringing us reliable knowledge of the outside world. Humans are not, says the behaviorist, prisoners of their own individual perceptual worlds. If humans did not share essentially the same knowledge of the physical world, a true science of behavior would not be possible.

Another basic assumption which separates the behavioral

psychologist from others is the belief that there is no such thing as a basically good or evil human nature. Human beings are born neither inherently good or inherently evil. The behavioral psychologist rejects the assumptions of Puritan theology, the philosophy of Jean Jacque Rousseau, and the psychology of Carl Rogers and A.S. Neill as it applies to human nature. Instead, he believes that it is likely that persons are born with a nature much more akin to plastic; a clean slate on which our nature develops according to our experiences in the environment.

Traditionally, behaviorists have held that the basic reason people act as they do is quite simple: all people act so as to maximize pleasure and minimize pain. Readers acquire and attend to this booklet, at least indirectly, a behaviorist might argue, because of a search for pleasure or an attempt to avoid something painful. Correct?

Following from this belief in the plasticity of human nature and the tendency to seek pleasure and avoid pain, the behaviorist concludes that the environment and its impact upon human behavior is the most important subject for study. Conditions seem to reveal, says behaviorism, that most of human behavior is

motivated by and is in response to something which happens in the environment. Behaviorists believe that the environment, and not something internal or mental, holds the key to understanding human behavior.

Because of this situation in which humans seem to be caught, many behavioral psychologists would agree with the belief that the concept of freedom is not a very plausible one. Freedom, choice, and decision-making do not really exist, says the behaviorist. Believing in these supposedly spurious ideas may, they assume, cause society much more harm than good. Human society is not free, since freedom does not really exist, and believing that it does may be part of what is actually destroying America.* The reader may or may not agree.

The behavioral psychologist also believes that human beings learn in the same way that other animals do. Humans may learn faster and may learn more, but the process of learning is basically the same for both humans and other animals. Since human

---

*For a more detailed description of the behaviorist position on this and other beliefs, consult the works of B.F. Skinner, prominent Harvard scholar. A list of his works is included in the reference section.

learning is often much more complex, if we study the process of learning in simpler animals such as monkeys and pigeons, a great deal can be learned about the same processes in human learning. What is discovered can then be applied in the classroom.

Finally, behavioral psychologists usually agree that if psychology is ever to make the same strides that the natural sciences accomplished in the last few hundred years, it must also become "scientific". This means that psychologists must engage in the experimental analysis of behavior, often restricting studies to those aspects of human and animal behavior which can be studied and restudied under laboratory conditions.

Most of the beliefs detailed above are denied and opposed by psychologists who reject the label of behaviorist in favor of something like "humanistic" or "third force" psychology. Readers who are interested in exploring these contrasting belief systems are encouraged to examine the writing of Carl R. Rogers, Arthur W. Combs, or Abraham Maslow as representatives of this "humanistic psychology".

The important point to remember is that none of these beliefs is provable, regardless of which position one takes.

They all really require a leap of faith, and all students of psychology must make the leap in one direction or the other, either consciously or unconsciously. The beliefs one chooses shape the psychological theories one develops.

Basic Principles of Behaviorism

The principles of psychology which are described in this section differ from the beliefs which were detailed in the previous section in that they are the result of long years of research, emerging from literally thousands of experimental analyses of animal and human behavior. The effects of these principles are demonstrable, and it is these principles which add form and function to the beliefs which serve as their foundation.

One of the earliest and most familiar principles of behavioral psychology is the process known as association. Humans and other animals are said to associate things which happen together frequently. When two events occur in close proximity of time or space, the observer acts as if he believed that the two were somehow connected.

Instances of this process of association are numerous. In the area of education, if school and punishment happen together over and over, students will come to associate the two. School will become punishing. School will be punishment! Most teachers recognize that all too frequently the best thing about school

for many students is the end of it. In the same way, when school and fun occur together over and over, school will become associated with fun; school will be fun.

Building from this process of association, behavioral psychologists have developed another basic principal--conditioning. Insofar as classroom teachers are concerned, the work of Pavlov, the great Russian scientist, is of little value. The other side of the conditioning concept, however, forms the basis for understanding almost everything of significance regarding classroom management strategies. Discipline, says the behavioral psychologist, depends upon the process known as operant conditioning.

Developed by B.F. Skinner, the concept of operant conditioning asserts that behavior is influenced most strongly by what follows it. What happens after a child, a pigeon, or a teacher behaves in a certain way determines whether or not that particular behavior will tend to happen more or less frequently in the future. It is not what we do or say to students before they act that counts, it is what happens to them afterward that determines whether the students will be more or less likely to act that same way again.

Added to this is the concept of reinforcement. By definition, a reinforcer is something which accelerates, or increases, the rate at which a behavior will occur. Sometimes candy, good grades, doing math problems, and teacher praise are reinforcers; sometimes they are not. Whether or not a thing is reinforcing (i.e., increases behavior) depends on the student, the situation, and many other variables, as well as the thing itself.

One combination of the principles of operant conditioning and reinforcement is that behavior which is followed by a reinforcer will tend to become stronger. That is, behavior that is reinforced will tend to happen more frequently. If teachers read and successfully apply what they read about behavioral psychology so that they receive reinforcement (positive consequences) for doing so, they are likely to read more about it and to be positively disposed toward such theories. When students are reinforced for doing their homework, they will tend to do it more often in the future. When authors are reinforced for writing, they will tend to do more of it in the future.

Conversely, behavior that is not followed by this kind of positive reinforcement is less likely to happen again in the

future. Such behavior, it is said, tends to extinguish, or disappear. When teachers are not reinforced for their efforts, those efforts tend to occur less often. When students are not reinforced for attempts at learning, those attempts extinguish.

There are really three kinds or types of positive reinforcement. All human beings do what they do in the pursuit of some variety or combination of these three different reinforcers:

Tangible reinforcers. This encompasses all the "things" in our environment which give us pleasure. For teachers it may include salary, fringe benefits, and perhaps even an air conditioned place in which to work. For students it may include consumable items such as gum, usuable things such as erasers and pencils, field trips, and at least one thousand other things which can be physically possessed, consumed, or experienced.

Social reinforcers. This includes the positive feedback we receive from those with whom we interact. It includes verbal praise as its most powerful element, but also may include smiling, touching, and recognition of many sorts.

Intangible reinforcers. Those behaviors which produce pleasure in and of themselves are intangible reinforcers.

These behaviors feel good when performed. All too rarely, perhaps, students enjoy learning for its own sake. Many teachers continue in their careers in spite of many obstacles because of the challenges and rewards which are inherent in the job itself.

The important thing to remember about positive reinforcement is that most behaviors are reinforced by more than one type of reinforcer. Teachers teach because they love their jobs, because the society confers a relatively high status on the profession, and because they are paid to do so. Students learn, we hope, because it is often fun to do so, because they are praised and highly regarded when they are successful, and because they believe that an education will eventually provide them with lifelong material benefits and opportunities. When one of the three types of reinforcers is missing, teachers tend to lose interest in teaching, and students tend to put less effort into learning.

* * * *

The principles which guide the application of behavioral psychology in achieving more effective classroom discipline deserve a great deal more explanation than space permits here.

Some additional guidelines will be presented later in a section on Suggestions for Successful Contingency Management. Readers are encouraged to read further, however, in the resources provided in the reference section.

Smooth and proper application of the techniques described in the next section requires a serious commitment from teacher-users. Contingency management is a complex and often difficult process requiring a set of skills which can be mastered only by a combination of study and practice in each unique situation. The reader should expect to make mistakes and to have problems at first. Perseverance, however, combined with study and experimentation will usually be rewarded, or, should we say, reinforced.

PART TWO

PRACTICAL APPLICATIONS

This section builds upon a knowledge of the principles of behavioral psychology presented in Part One. A comprehensive understanding of this theory will make the application process more effective and more problem free. Teachers should be certain that they do possess this knowledge of basic principles before implementing some of the techniques presented here.

This section concerns itself with ways to help teachers apply positive reinforcement in systemic ways. Some of the methods are simple; a few are more complex. All require attention to a basic process which in this section will be called "contingency management", a term which stands for the planned and systematic use of behavioral psychology in the classroom.

Guidelines for Using Contingency Management

It is assumed that teachers using this booklet are interested in using contingency management in their classrooms with a group of five to forty-five students, that the time for the implementation of contingency management is now, and that you

BEHAVIOR LIST

want to be successful. If you are ready to try out contingency management in your teaching, follow these guidelines when using the techniques which follow.

One: Identify a small number (4-5) of specific student behaviors which you wish to either encourage or eliminate. To start with, the behaviors ought to be simple and discrete (e.g., gum chewing, fighting, on task, punctuality, answering questions, talking out, etc.). The examples used in this booklet focus on discipline, but teachers need not restrict themselves to this area.

Two: Make a poster or a bulletin board which displays this list of behaviors and place it in your room where it is easily seen. Plan to call attention to it often.

Three: Choose one of the techniques which are described in the following pages. It ought to be one of the simplest ones if the user is a beginner in contingency management.

Four: Decide what reinforcers will be used. You may want to list these on a poster too. Later, if tokens are used, you will want to list the number of tokens necessary to earn each reinforcer.

Five: Introduce the contingency management project to your pupils by announcing that the idea is a surprise because your students have been improving and you want to give them a chance to do even better. Make it clear that it is not something that will continue regularly. Never promise that.

Six: Remember to use this only to reinforce progress toward good or better behavior. You may wish to continue to use other accustomed disciplinary techniques as well so that if your experiment with being positive does not work as you would wish, you have lost nothing since you were rewarding only progress. Contingency management does not require that you become a different person or a different teacher.

Seven: As soon as your system works, begin to require better and better behavior in exchange for slightly less and less reinforcement.

Eight: Make it clear from the beginning, when using these ideas, that students will have to be caught being good by you and that they must be good often in order to be discovered frequently.

Nine: Choose some short period of time (e.g., a week) and

announce a trial period during which the contingency management project will be given a test run. Be certain to tell students that they will have a chance to evaluate the project when it is over, but that complaints of any kind are out of order until then.

Ten: When the trial run is over, stop the process for evaluation. Collect data on the frequency of the behaviors you were attempting to change: Has your strategy made an impact? Ask students for feedback. Analyze the system, make changes, and try it or a substitute again.

If you understand the principles of operant conditioning and behavioral psychology, and follow the above guidelines, modifying your procedure when necessary, the techniques described here should work well for you. If you have difficulty, double back and do two things: review your understanding of the psychological principles involved; retrace the steps you took in implementing the techniques in your classroom. The problem almost certainly lies in one of these two areas.

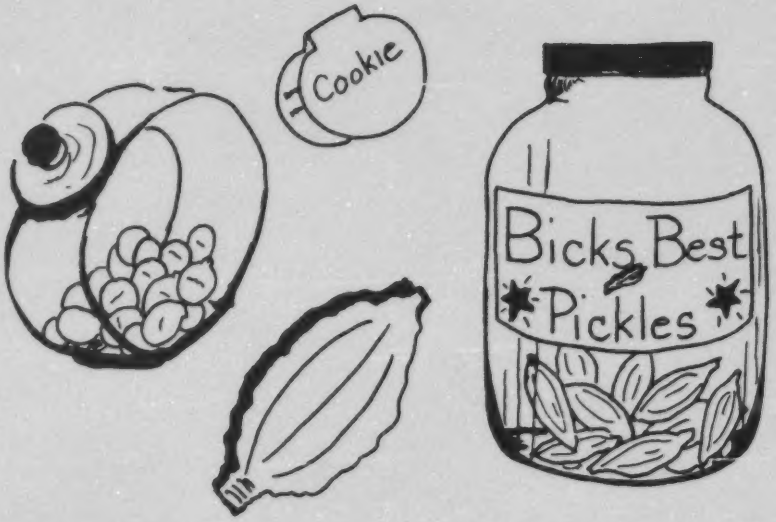
Assuming, then, that you do possess a knowledge of the basic principles of behavioral psychology, and that you have the desire to implement positive discipline in your classroom, a

number of systematic strategies are presented here for your use. Each idea requires relatively little teacher time or materials, compared to the results yielded. Each of these methods can, of course, be modified in dozens of ways.

Contingency Management Techniques For The Classroom

Some of these techniques are easier to use because they do not require record-keeping, nor do they make use of tokens or other more complex processes. The techniques are described roughly in order of difficulty, beginning with those which are easiest to implement and progressing to those which are more difficult. If you are a neophyte in contingency management, please begin with one or more of these simple systems.

1. Pickle Jar Lottery. The teacher should acquire a large pickle jar, cardboard box, or the equivalent and make up some lottery tickets. Ask in the school cafeteria about a jar. Decorate the jar or box as colorfully as possible and place it in full view of the class, announcing the list of behaviors that will win lottery tickets. Remember to post the list of approved behaviors on the wall, in this and all other strategies, and be

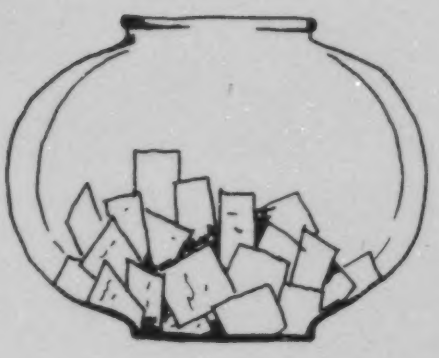


PICKLE JAR LOTTERY

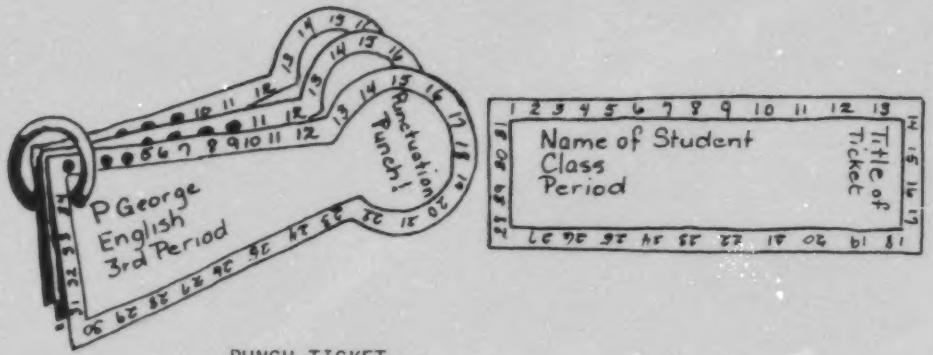
certain to point out that they must be caught being good, and that they will not receive a ticket every time they do well. Then set about the process of randomly identifying good behavior.

When a student has been caught being good, put his or her name on a ticket and drop it in the jar. Keep this up as frequently as you comfortably can. At some prearranged time or day, known or unknown to the class (try both ways), conduct a drawing for one or more prizes. Begin with drawings relatively frequently and, where possible, move to less and less frequent drawings.

2. The Behavior Grab Bag. An effective technique that is related to the lottery, and the auction strategy described later, is The Behavior Grab Bag. All that is required is that the teacher acquire a large goldfish bowl or aquarium. Actually, any large container will do, but those with transparent sides are best. This the teacher fills with prizes or with envelopes containing certificates from which prizes can be redeemed, or both. Students may also be invited to bring in prizes of white elephants for the grab bag. Teachers will discover that students have access to and will donate some very effective prizes.



BEHAVIOR GRAB BAG



PUNCH TICKET

SUGGESTIONS:
-TEACHER KEEP TICKETS ON RING
-LIKE A CONDUCTOR, GO AROUND AND PUNCH
-COLOR KEY BOYS AND GIRLS
-ARRANGE ALPHABETICALLY OR IN SEATING CHART

The Grab Bag is placed in some visible spot. From that point on the teacher simply identifies students behaving in some acceptable way, whenever it is convenient to do so. This the teacher does in what appears to the students to be a random, unpredictable fashion. No one knows when he will be selected, but each student is aware that it could be his turn at any moment. When selected, students go to the Grab Bag, are quickly blindfolded (unless prizes are all in envelopes), and reach into the bag for their prize. No record-keeping is necessary, and the teacher may increase or decrease the tempo of selection to fit the needs of the group and the convenience of the teacher.

3. Punch Your Ticket! This method requires that during the beginning of class the teacher distribute small tickets or cards to each student. These tickets can be purchased in printed or blank form from most printing companies, or they can be made from colored tag board or construction paper. Students' names are printed on the tickets, but otherwise they can be as simple or as ornate as you desire. A ticket punch is also necessary; preferably one that will be difficult to duplicate.

As students enter the room they pick up their tickets from

some spot designated by the teacher and proceed to their seats. Punching tickets can begin at this point if the teacher has, for example, decided to reward being in the seat and quiet before the lesson begins. Tickets can be punched by the teacher, an aide, or by student monitors. The method of ticket punching from this point on depends on the type of instruction occurring during the period. At the end of the period, if students go to another room, tickets are punched at the door (reinforcing orderly passage from the room) and then collected and stored in a safe and convenient place until the next time they are needed.

The teacher will need to arrange a time when students can trade in the holes (tokens) in their cards for reinforcers that you have chosen. Perhaps the last five minutes before class ends, or at the end of the school day would be an appropriate time.

If this or some other strategy works successfully, the teacher can begin at this point to stretch the time between reinforcement, by requiring more holes punched for the same rewards. If the teacher has told students that the first card was on a trial basis, they may now be told, on an individual or group basis, that because they did so well on the trial ticket that

the process will be repeated. This time, however, they are required to improve a bit, to get an increased number of punches per ticket, or to fill two tickets before reinforcement time. The point is, again, to begin to wean them away from such an artificial system at the beginning. The teacher must begin, however, with reinforcers that students are willing to work for.

4. Surprise! Surprise! How many times in twelve years of a child's school experience is the average parent contacted to receive praise from teachers or administrators? Right! Almost never! How many times are students sent from the room to receive praise from the principal, counselor, or another teacher? Almost never. To provide the unexpected for parents and pupils, the teacher should try catching some kids being good and then, without telling them, call their parents that night and let them know how well their child did that day or week in school. You may see dramatic results.

Almost as effective in producing dramatic results is a personal letter or note saying the same thing. A teaching team can try selecting the half dozen kids who seem to be having the most trouble behaving, and concentrate for a month on catching them

being good (or at least being better). Passing the word on to the parents will often have excellent payoffs. After a month, evaluate the results in one of the team meetings.

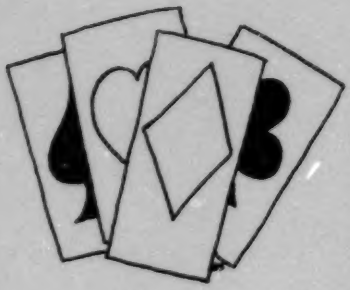
A similarly effective procedure is to arrange to send students to the principal, counselor, or another teacher for special praise. This can be an unsettling experience for adult and student alike.

5. Wind-up Free Time. An often used and frequently misused contingency management technique involves giving the last several minutes of a class period, or the last hour of a day or week, for "free time". When done correctly this is a powerful device; used incorrectly the power can work against the teacher.

When using this strategy, it is absolutely crucial that the teacher specify, in advance, exactly what the students must do in order to earn this privilege. This particular device probably ought not be used regularly, for students will soon come to view it as their right rather than as the privilege it really is. Finally, and for the same reasons, the teacher must never yield to the temptation to award the free time when it has not been earned.

Name of Student Date		
#1	#2	#3
#4	#5	#6

SIGNIFICANT SIGNATURES



PICK A CARD

6. Significant Signatures. Similar to the ticket punch process, Significant Signatures has the advantage of being able to be easily used by an individual teacher, a team, or a whole faculty. Controlled by the principal, counselor, team leader, or the student's advisor, signature cards (3" x 5" cards divided into five or six sections) may be issued to students who are having trouble in more than one class or with more than one teacher. In a beginning conference the student selects the reinforcer(s) that he or she seeks. At the same time, the adult involved tells the student what must be done to earn it.

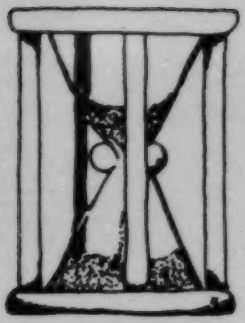
Each morning the student picks up the signature card from the teacher, or other adult advisor. Throughout the day the student works to earn signatures from teachers who agree that requirements have been met. At the end of the day the card is returned to the advisor. Hopefully, praise will be appropriate. When all the spaces have received signatures, the prearranged reinforcement is given. Receiving future reinforcers may require two, three, or even more cards full of teacher's signatures.

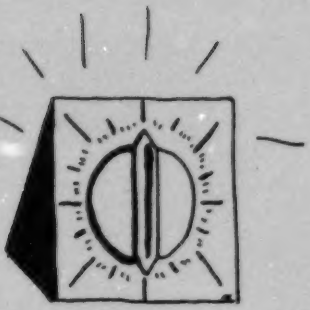
This strategy, as well as many others, can be modified in

dozens of ways. Individual teachers can, for example, use it for one class, to strengthen or weaken any number of student behaviors.

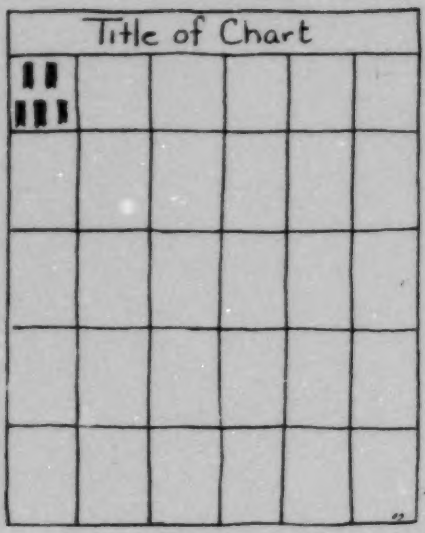
7. Pick-A-Card. This device requires that the teacher shuffle one or more decks of playing cards. Students who have been chosen, or who have earned the chance, are invited to choose one of the four suits as their suit. When selected, the student draws a card and turns it over for both the teacher and the student to see. If it is one of the suit chosen by the student, the student receives a reinforcer, or a number of points which can be exchanged for the reinforcer at some later time.

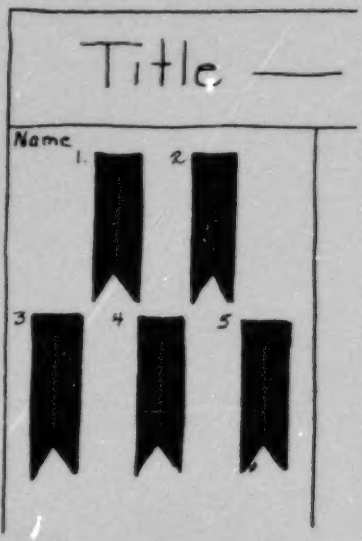
To add zest to the game, prizes and points may even vary with the value of the card chosen; e.g., greater prizes going for aces, lesser ones for deuces. The prize of greatest value goes with the ace; least value to the deuce. Students who act inappropriately may forfeit turns, prizes, or points if the teacher thinks this is necessary, but it is not recommended. Students usually find going to the front of the room and picking a card reinforcing in itself. The fact that the odds are 3 to 1 against winning does not often interfere.





BEAT THE CLOCK





RIBBON RECOVERY

8. Beat-The-Clock. Teachers can often make good classroom use of alarm clocks or simple kitchen timers in the process of contingency management. The clock or timer is set by the teacher and is either visible or hidden from the students, depending upon which seems to work best. It may be appropriate, for example, to set it to ring a few minutes after class has begun, when students should be working. Those who are working when the bell rings are reinforced for doing so. Students who are not behaving correctly may be asked to record on paper what they were doing when the bell rang. Sand clock egg timers can also serve the same or similar purposes.

9. Ribbon Recovery. This strategy requires that the teacher construct a tagboard chart with the names of all the students in equal sized squares. At the beginning of each class period, or week, or month, the teacher attaches five brightly colored ribbons to each students' name. For each infraction of classroom rules, a ribbon is removed. Prizes or tokens are distributed on the basis of the ribbons remaining at the end of whatever time period has been specified. Ribbon Recovery will work even better if the teacher reverses the above strategy and de-

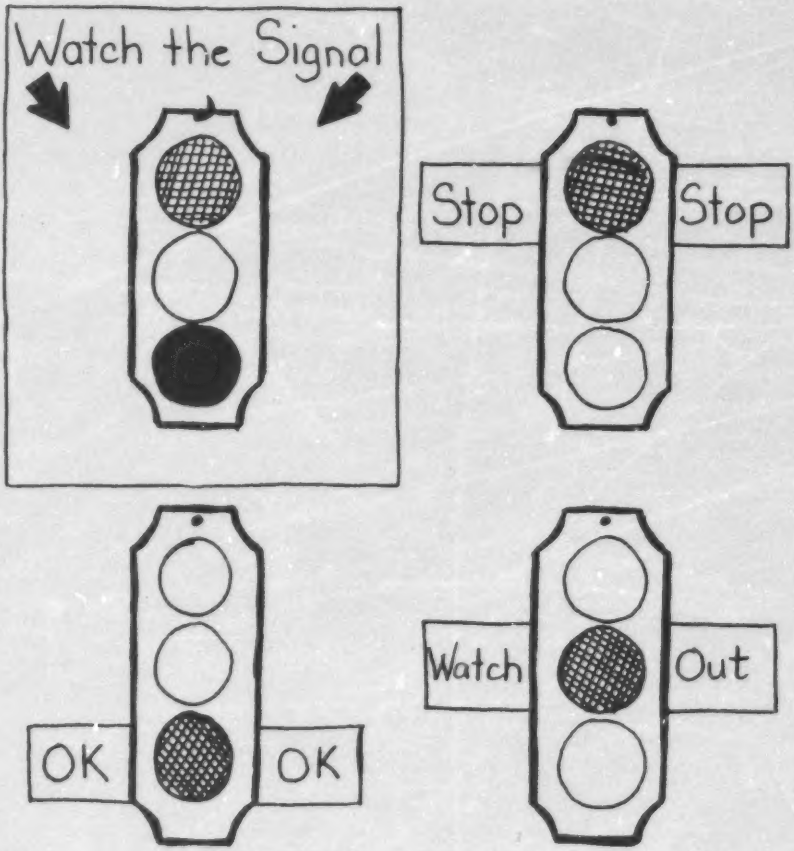
CONDUCT CARDS

vises a system for adding ribbons for the right behavior rather than removing them for the wrong behavior. With young children, giving ribbons to them directly, avoiding the chart, is powerfully reinforcing.

10. Conduct Cards. The teacher buys, or designs from heavy tag board, a set of sixteen large cards on which the numbers from zero to fifteen are printed in large dark style. These Conduct Cards can be used well by placing them on notebook rings or some other method which allows them to be flipped easily from one number to the next.

Conduct Cards can be used in a variety of ways, but the easiest and most profitable one seems to be as a counting device. The teacher might, for example, announce that the class has the opportunity of earning a fifteen minute free talk period. A minute of free talk can be earned, the teacher announces, each day that everyone is in his seat when class is to begin. The cards are set at "0", and one is turned for each day the required behavior occurs. When the number "15" is reached the teacher owes a fifteen minute recess break to the students.

The Conduct Cards can, of course, be used to count any

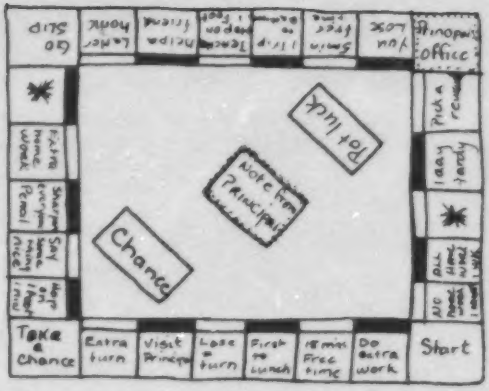


TRAFFIC SIGNALS

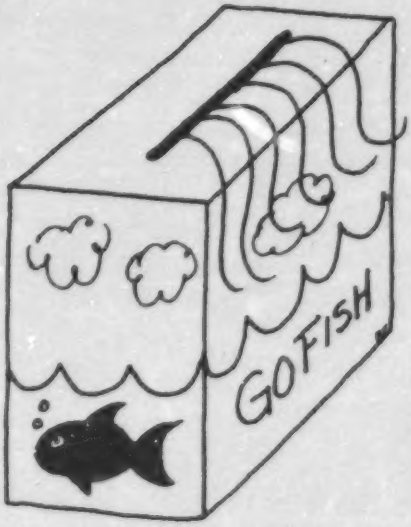
behavior of students or teacher, and can be modified in many ways, limited only by the teacher's imagination. The cards can be used in connection with individuals, small groups, or whole class behaviors. It is important, however, that the cards be used to keep track of positive behavior rather than infraction of the rules.

11. Traffic Signals. The teacher sets up a system of traffic signals using either colored light bulbs in a lamp, or if these are unavailable or impractical, traffic lights drawn on brightly colored paper. The colors used on the paper are those of the urban traffic signal: red, yellow, and green. Black circles can be used to cover two lights, leaving one "on".

These signals can be used in a wide variety of ways. Traffic signals can be used, for example, to regulate the level of classroom noise. The hour might begin with the green (Go) light on. As long as the level of noise stays at an acceptable level, the green light stays on. When the noise exceeds the acceptable level, the yellow (Caution) light appears. If this noise level continues for too long, the red (Stop) light goes on. Rewards to the class might be distributed on the basis of the number of



BEHAVIOR MONOPOLY



GO FISH

times the yellow or red lights go on during a day or week. This traffic light system can also be used in conjunction with other techniques, such as the behavior timer, ribbon recovery, or conduct cards.

12. Behavior Monopoly. Imagine a Monopoly board. Remember how much fun it was to play? Students will have as much fun when playing Behavior Monopoly. On a big piece of poster board, design a replica of a Monopoly board, without filling in names of places. Where Marvin Gardens, Boardwalk, and other properties would have been, the teacher draws in a wide variety of reinforcers, some of which are worthwhile and others are gags or booby prizes.

The teacher then proceeds to randomly identify students behaving in some reinforceable way. Students are sent to the Board, roll the die and move a marker forward from where the last played had landed. The student receives whatever is indicated on the space where he lands. Chance Cards can add suspense to the whole system.

13. What's The Temperature? Another rather simple way to employ contingency management in your classroom is to draw a

large thermometer. It should be divided into many degrees. The class as a whole earns degrees on the thermometer by behaving in approved ways. They may, for example, earn three degrees when all are punctual, two degrees when there is no gum-chewing, and so on, until the temperature on the thermometer says that it's warm enough for reinforcement. Smaller reinforcers should be provided when the temperatures are reached.

Inventive teachers will find ways to use the thermometer idea with individuals and small groups. The temperature can, of course, relate to academic achievement as well as conduct.

14. A Conduct Carnival. Teachers who remember the days when the carnival came to town can design a number of simple contingency management devices based on carnival ideas. A Wheel of Fortune, for example, allows selected students to spin a wheel or an arrow on a wheel which, when it comes to rest, will indicate a prize or privilege. A Positive Punchboard based on the old practice of punching prizes out of a hole in a specially prepared board can be designed to serve the purpose of contingency management. A deep, covered box filled with unknown reinforcers to which long strings are attached can be used as a Go

Fishing device similar to the Grab Bag, where students earn the chance to go to the "pond" and pull out a potential prize or privilege.

15. Behavior Bingo. Based on the traditional game of Bingo, this adaptation has several possibilities. One adaptation utilizes a dittoed Bingo card for every student. When the class has earned the privilege (e.g., almost everyone came to class on time), Bingo is played during the last few minutes of class. The teacher selects and calls out one or more numbers, and the students who have those numbers cross them off their cards. When a student or a team of students hits a "Bingo" they select a reinforcer from those available. It is important to remember that students who have not won may continue to use the same cards until each student wins a reinforcer and turns in an old card for a new one.

A variation of the Bingo theme uses Bingo cards covered with examples of appropriate behaviors instead of the typical Bingo numbers. When a student is observed doing one of the approved behaviors ("caught being good") he may cross it off, on one spot only, of his card. When the card is completely

marked off, or at whatever point has been agreed upon, the card may be exchanged for prizes or privileges. This has the advantage of focusing on individual behaviors rather than the class. It also allows the student to carry out most of the record-keeping.

* * * *

The following methods often require a more thorough knowledge of behavioral psychology on the teacher's part. In addition, they frequently require a considerable amount of record-keeping, teacher cooperation, and the use of a token economy.

The term "token economy" is an important one for teachers contemplating the use of behavioral psychology. A token is, of course, a small item which derives its value from the fact that it can be exchanged for something which is inherently valuable. Tokens can be exchanged for rides on buses and subways, and for thousands of foods and services.

Money, perhaps, is the ultimate token. Although it is of little value in itself, it can be exchanged for many of the essentials of life. In contingency management, the tokens most commonly used are points, holes punched in cards, stars, stamps, decals, marks of one kind or another, and other similar items.

16. Actions Auction. In this strategy, students earn tokens or points for a specific list of behaviors. At the end of a certain period of time (hour, day, week, or month) decided by the teacher, the points are totaled and an auction is held. Students may use their points to bid for certain rewards or privileges.

In order to encourage those who have the most trouble behaving correctly, when using the Auction or other strategies, the teacher may want to experiment with a handicap system. Such a system attempts to provide equal opportunity at the beginning of a contingency management program, by focusing on individual improvement rather than absolute gains.

Bowling offers a good example. Arranged on teams, weaker bowlers receive supplementary pins in addition to those knocked down, so that the competition is keener. Using a system where the students who consistently perform poorly also have a chance to win has several advantages. It makes for heated team competition, and it also eliminates the tendency toward sabotage among students who see no chance for success, by giving them more chance to receive positive reinforcement.

The Auction strategy requires very little record keeping. Items and privileges to be auctioned can include those donated by both the teacher and students. A good way to begin is to inaugurate the system on a Monday, with the auction announced for the following Friday.

On the day of the auction the teacher plays the role of auctioneer, at least until students are familiar with the process. The teacher assembles both the list of items to be auctioned and the tally of points amassed by individual students. Each student knows the total points available to him for bidding. Ground rules are reviewed with the class and the auction begins. When the pre-set time limit for the auction has been reached, unauctioned prizes and unspent points may be held over for the next auction period.

If tangible tokens of some sort are used instead of points, the record keeping can be kept to a minimum. In the beginning, auctions should be held rather frequently, but later on the time between auctions may be lengthened.

17. Learning Teams. Arranging students into learning teams whose members work together for reinforcers, perhaps even

on a competitive basis with other teams, is often an effective use of contingency management. Teams can, for example, be given research and teaching tasks to work on together. Try a "basketball team" or other athletic metaphor where "fouls" can be called for inappropriate behavior, "free shots" for extraordinarily good work, and so on. This appeals especially well to students between ages 10-14.

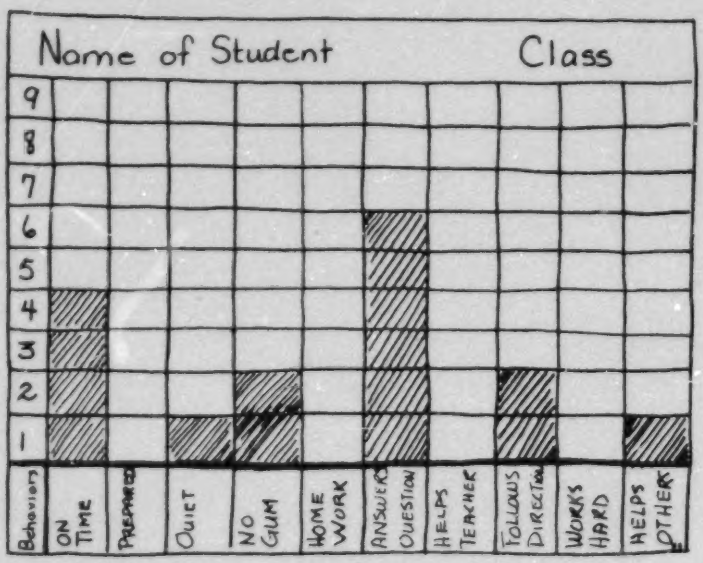
The teacher may want to be the "referee". Other students can earn extra points by being the official scorekeeper, thereby relieving the teacher of a great deal of the record keeping.

A simpler variety of teaming is called the Good Behavior Game. The teacher divides the class into teams, specifies the behaviors she seeks, and then goes about the process of catching them being good. As this happens, marks are put on the chalkboard underneath the team's name. At the end of the hour, day, or week, the team with the highest number of marks is declared the winner. All teams who reach a certain point, say 10 marks, are also declared winners.

18. Behavior Bank Accounts. This can be handled best by placing a large "bank book" (e.g., loose leaf notebook) on the

Name		Class	
Deposit		Withdrawl	
On Time	5 00	Late	5 00
Homework	10 00	No Homework	10 00
No Gum	5 00	Bathroom	5 00
TOTAL		TOTAL	

BEHAVIOR BANK ACCOUNT



RESPONSIBILITY GRAPH

teacher's desk. This bank book contains a page for each student, divided in half. On one half of the page is a record of the "Deposits" of points the student earns by good behavior. The other half lists the "Withdrawals" that the students makes for prizes, privileges, or, in rare instances, for inappropriate behavior.

An accounting period can be held at some appropriate time (perhaps during the last five minutes of a class). During this time the teacher records deposits and withdrawals, or a student is selected as cashier, relieving the teacher of this burden. Bonuses, interest, and other bank phenomena can often be worked into the process to encourage students to even greater efforts.

19. Good Behavior Battalion. Students often are intrigued by simulated military games. In this army simulation, students earn rank and privileges by accumulating points for good behavior. Promotions through the ranks depend on improving or maintaining one's good citizenship: generals are those whose behavior improved the most during the period of observation just passed (six weeks, one week, etc.); privates, those who improved or maintained the least. Rank and privileges earned in one period

may extend through the next, and promotions can be accompanied by rewards and ceremonies. It is important to have rank attached to improvement as well as maintenance of good behavior.

The more imaginative the teacher, the more fun for the students. Special rewards can, for example, be distributed for service above and beyond the call of duty. Special medals and citations can be sent home to parents.

20. Goodness Graphs. In this strategy the teacher designs a simple graph on 8 1/2 x 11" paper and each student receives a graph with his or her name on it. The vertical axis (rows) represents the number of times the student performs some specific desirable behavior, and the horizontal axis (columns) lists the desirable behaviors. Students can keep track of their own behavior or it can be done in teams, by monitors, or by the teacher. The graphs can be collected at the end of a specific time period (day, week, month), or they can be collected individually when each student reaches some minimum number in one or more categories. Reinforcement may be distributed in a variety of ways: to individuals, to teams, to the whole class; on the basis of individual progress, total count, or any other scheme that is liked.

These same Goodness Graphs can be adapted for large group or total class use. The teacher simply prepares a large poster-size graph and marks it each time the group or class responds accordingly, or when she has time to do so. When the whole class is on time, or chews no gum, or is quiet for an hour, for example, the graph may be marked. At the appropriate level, decided by the teacher, reinforcers in the form of prizes or privileges are distributed to the whole class.

21. Good Citizen Club. Students who perform three or four required tasks during the class hour or day earn the title of Good Citizen-of-the-Day, and receive points, tokens, or a small reinforcer (e.g., Tootsie Roll or Ju Ju Bee at lunch). Those students who are able to perform in this way for a set number of days each week earn the higher designation of Good Citizen-of-the-Week. This group should receive some appropriate reinforcement. Students who achieve this level for perhaps all but one of the weeks of the grading period earn the title of "Citizen Extraordinaire". Something quite special might accrue to those who earn this title, such as attending a taco party at the teacher's home, or going on a really exciting field trip.

22. Stop Rooms and Go Rooms. Many schools experiment with rooms where misbehaving students are sent for supervised detention, either during or after school. Fewer faculties have attempted to implement the Go Room strategy, a more positive but somewhat more difficult application of behavioral principles.

In the Go Room, under minimal adult supervision, students enjoy games, talk, free reading, and other change-of-pace activities. Go Room time is earned by improving or maintaining good behavior, but it is important that the faculty understand and agree that not just those students whose conduct is absolutely excellent are allowed to go. Improvement is as important as excellence in earning the Go Room privilege.

It is also important to remember that students who misbehave must not be given the privilege in the hope that their behavior will improve later. Improvement must come first. Nothing will wreck this strategy more completely than sending misbehaving students to the Go Room to be rid of them for a while or in the desperate hope for improvement after the reinforcement is given. Remember, behavior is reinforced by what follows it, and not by what precedes it. Following bad conduct

with a privilege simply reinforces bad conduct!

23. The Smile Shop. This strategy requires the active cooperation of an entire faculty, and should not be attempted unless the faculty is well acquainted with the principles of behavioral psychology and contingency management. It requires that the faculty cooperatively establish (1) a schoolwide list of student behaviors that they wish to influence, (2) a method of administering tokens earned for appropriate behavior, and (3) a system of redeeming the tokens.

In schools where the Smile Shop works, the teachers collect a room full of reinforcers which can be redeemed. This supply of reinforcers can usually be amassed by a combination of school funds and from soliciting donations from local businessmen, from garage sales, and from parents, students and faculty themselves.

Each item in the Smile Shop must be priced. The Shop must be conveniently located, with regular open times and supervision from adults and student helpers.

PART THREE

SUGGESTIONS FOR SUCCESSFUL CONTINGENCY MANAGEMENT: QUESTIONS AND ANSWERS

This section will attempt to deal with a few of the hundreds of legitimate questions that arise when teachers attempt to understand and apply the principles of behavior psychology and the process of contingency management. In case your question is not answered, or is answered unsatisfactorily, a bibliography of other publications on behavioral psychology and contingency management is included after this section.

Q-1: Isn't this bribery? Why should I have to "pay" a child to learn?

A-1: No. It isn't bribery. Bribery is paying someone to do something he is not supposed to do; something which may be immoral or illegal. Contingency management provides reinforcement for doing what is good. Providing effective reinforcement for learning, to all kinds of learners, is as important as providing effective reinforcement to teachers for teaching.

Q-2: Is this all I need to know?

A-2: No. Remember that there is much more to learn than can be presented in one booklet. The more you read, the more you experiment, the easier it will be for you to adapt contingency management to your own teaching style. Contingency management is a powerful tool and the worst abuses come from using it without a sufficient grasp of the basic concepts.

Q-3: What is the best schedule to provide reinforcement?

A-3: Reinforcement of all kinds should be distributed in small closely-spaced amounts, especially at the beginning. Something small today usually has a much more powerful effect on behavior than the promise of something big six months from now.

Q-4: What is all this business about "schedules" of reinforcement?

A-4: It means, simply, that whether or not students know or can predict when reinforcement will come has an effect on their behavior. If the reinforcement is regular and predictable, their behavior will be too. If it is irregular and unpredictable the students may not respond as well, but (and this is a big "but") they will usually behave better for a longer period after reinforce-

ments have been discontinued. You may want to learn more about schedules of reinforcement.

Q-5: How soon after my students do what I have asked should I reinforce them?

A-5: As close to immediately as possible.

Q-6: Why isn't the search for knowledge rewarding in itself?

A-6: It is, for some people. Be prepared to select reinforcement that students value now. Chances are that learning for its own sake wasn't always reinforcing for you either. Your students may need other incentives before learning becomes reinforcing for them.

Q-7: How can I get students away from depending on tangible reinforcers (pencils, candy, etc.)?

A-7: Whenever you do distribute tangible reinforcement, remember to praise, praise, praise. If you recall, the principle of association tells us when praise is paired with tangible reinforcers often enough, sooner or later praise may be all that is needed. You should also stretch the time between rewards a bit further each time.

Q-8: Isn't it impossible for someone to always be positive?

A-8: You're right. Contingency management doesn't mean you have to be perfect or to completely change your personality, or never become angry. It does mean, however, that the techniques described here will all work better in the long run if positive reinforcement is the focus, rather than negative reinforcement or punishment.

Q-9: Is negative reinforcement the same as punishment?

A-9: No. Negative reinforcement is, basically, the threat of punishment. It may also be the removal of some already existing privilege.

Q-10: Is it possible to give too much positive reinforcement?

A-10: In a sense, yes. Offering so much that students become satiated is almost as injurious to a contingency management project as offering too little. You will have to experiment until you find the right level for each group of students.

Q-11: What reinforcers shouldn't be used?

A-11: Those that conflict with the values of your colleagues, the school administration, and the community.

Q-12: What if I can't find a reinforcer that works?

A-12: Check the lists in the Appendix of this booklet. If nothing works, observe the habits of your students. What they choose to do, and do frequently, can be used as a reinforcer for what they do not choose to do, or do not do frequently. This is called the Premack Principle.

Q-13: Okay, suppose I try contingency management and the kids like it. How do I wean them away from it? Do I have to do it forever?

A-13: Always begin a contingency management project by letting students know that this is something special; that it is not something that will be offered all the time, and that it all depends on their behavior.

Q-14: Is that enough?

A-14: No. Be certain from the beginning to ask students to do slightly more each time than the time before. The period between reinforcers should slowly be stretched. Eventually the students should be able to behave well for longer periods of time and to behave well for less tangible reinforcement.

Q-15: Isn't this all very artificial?

A-15: Yes. It is a tool to be used when a professional person decides it is necessary. When its use will not improve the learning experience, it should not be used. Remember though, that "artificial" doesn't necessarily mean "bad". It is true that these methods are often best used as "stopgap" temporary strategies.

Q-16: I gave everyone in the class some chocolate candy, and most of them still wouldn't behave. What went wrong?

A-16: Do not assume that one type of reinforcer works with everyone.

Q-17: Can I use contingency management even if I can't afford candy, trinkets or toys as reinforcers?

A-17: Definitely. Thousands of very powerful reinforcers cost little or nothing. Praise costs nothing. Often merchants, parents, and students will donate such items. Privileges of one kind or another, and even gag or booby prizes will often work wonders. Take a look at the lists in the Appendix.

Q-18: Won't this spoil children, making them expect a reward for everything they do?

A-18: Not if you do it correctly: (1) Always combine tangible reinforcers with social reinforcement; (2) Reinforce using a "gradually increasing variable ratio schedule", which means you slowly stretch the periods between reinforcement without letting the kids know exactly when the reinforcer will come.

Q-19: Isn't it true that giving out tangible reinforcers can interrupt progress?

A-19: Yes, but rarely. If your students are already working hard and behaving well for essentially positive reasons, and you are absolutely certain that this is the situation, then by all means leave well enough alone.

Q-20: I tried it once and it didn't work, so why should I try it again?

A-20: Don't expect perfection at once from yourself, or your students. Read, ask, redesign, and give it another go. Contingency management is a technology, and a complex one at that; something that depends for its success on good thinking and skill.

POTENTIAL REINFORCERS

Remembering that a thing, a privilege or anything else is reinforcing only if it achieves the desired change in behavior, and that nothing is inherently reinforcing, here is a list of tangible and social items which have often been found to be reinforcing to public school students. This list is drawn largely from Teaching/Discipline, by Charles & Clifford Madsen (Allyn and Bacon, 1970) and from Teaching Children With Learning Problems by Gerald Wallace and James Kauffman (Chas. Merrill Publishing Company, 1973), two excellent references for teachers.

Things

Storybooks	Surprise packages	Pictures
Pictures from magazines	Bookmarkers	Musical instruments
College materials	Seasonal cards (Valentines, birthday)	Elastic bands
Counting beads	Pencils with names	Drawing paper
Paintbrushes	Pencil sharpeners	Paper clips
Paper mache	Stationery	Colored paper

Book covers	Subject-matter accessories	Pets
Crayons	Pencil holders	Flowers
Coloring books	Compasses	Classroom Equipment
Records	Calendars	Chalk
Paints	Buttons	Clay
Flash cards	Pins	Money

Food

Jawbreakers	Peanuts	Candy kisses
Lemon drops	Animal crackers	Popsicles
Chocolate creams	Milk	Fruit
Sugar cane	Sugar-coated cereal	Crackerjacks
Cake	Marshmallows	Ice cream
Candied apples	Apples	Soft drinks
Lemonade	Gum	Cookies
M & M's	Crackers	Candy bars
B - B Bats	Juices	Potato chips
Popcorn	Raisins	Life savers
Candy corn	Lollipops	Ju Ju Bees

Playthings

Toys	Jump ropes	Fans
Perfume	Balloons	Silly putty
Cartoons	Commercial games	Toy musical instruments
Kaleidoscopes	Toy guns	Tokens (points)
Flashlights	Bats	Grab bag gifts
Headdress	Marbles	Birthday hats
Rings	Toy jewelry	Play dough
Striped straws	Jacks	Dolls
Kickball	Yo-yos	Dollhouses
Playground equipment	Stamps	Make-up kits
Tape recorders	Whistles	Trains
Badges	Bean bags	Stuffed animals
Ribbons	Jumping beans	Pick-up sticks
Pins	Wax lips & teeth	Cowboy hats
Balls	Masks	Boats
Puzzles	Straw hats	Blocks
Combs	Banks	Miniature cars

Comics Address books Snakes

Plastic toys (animals, indians, soldiers)

Class pictures

Household inexpensives (pots, coffee cans, all sizes of cardboard boxes)

Privileges and Activities

Take roll

Leader in a line

Free time in the Media Center

Trip to ice cream parlor, or Honda center

Blow a bubble in class

Come to class dressed any way

Make funny faces at the teacher

Visit the library

Free period of creative activity

No homework for a day

Ten seconds of applause

Message to a friend

15 minutes to sit quietly under a tree

Paper ball thrown at garbage can

Close windows in the afternoon

Read a comic book

Teacher gets the student's lunch

Popping balloons in class

Write anything on the board

Tell a joke

Free period to play records

Phone call of approval to home

Pass to visit Taco Bell, Burger King, etc.

Award an "I'm Special" certificate

Make and throw a paper airplane

Distribute paper

Hug or punch teacher in arm

Gum at lunch

Music in classroom

Howling for 10 seconds

Lunch outside

Pin the tail on the teacher

Teacher carries books

Free popcorn and old movies

Teacher must walk around on one foot

Boo for 10 seconds

Paper ball thrown at teacher

Chew cracker and whistle

Tell a fairy tale

Teacher hops around the room

Tell funny incident in their life

Sing a funny song

Pretend you are a one man band

Student waddles like a duck

Make funny noises for 10 seconds

Allow class to play any game

Individual game

Arm wrestle teacher

3 minutes early to lunch

Coin football or hockey

Teacher buys coke

Clothes swap

Teacher eats with students

Teacher pantomines

Ghost stories with no lights on

Tap dance

Class pantomines

Wear a paper bag

Listen to Bill Cosby record

Teacher shakes everyone's hands enthusiastically

Do a one man TV commercial

Class tries to make a student laugh in 10 seconds

Have teacher do a dance

Teacher waddles like a duck

Mimic how the teacher walks

Helping in the cafeteria

Assisting the custodian

Cleaning the erasers

Erasing the chalkboard

Using colored chalk

Watering the plants

Leading the Pledge of Allegiance

Decorating the bulletin board

Leading the line to recess or the lunchroom

Using a typewriter

Running the ditto machine

Stapling papers together

Feeding the fish or animals

Giving a message over intercom

Writing and directing a play

Picking up litter on the school grounds

Make up a funny song

Student will balance on one leg

Pounding on the desk for 30 seconds with hands

Writing with a pen or colored pencils

Correcting papers

Teaching another child

Playing checkers, chess, Sorry, tiddly-winks, etc.

Choosing a game to play

Being captain of a team

Working with clay

Doing "special", "the hardest", or "impossible" teacher-made arithmetic problems

Reading the newspaper

Reading or drawing a road map

Listening to the radio with an earplug

Arm wrestling

Reading or writing poetry

Learning a "magic" trick

Cleaning the teacher's desk

Taking the class roll

Carrying messages to other teachers

Holding the door during a fire drill

Serving as secretary for class meetings

Raising or lowering the flag

Emptying the wastebasket

Distributing and collecting materials

Using an overhead projector

Operating a slide, filmstrip, or movie projector

Recording his own behavior on a graph

Doing crossword puzzles or math puzzles

Sweeping the floor of the classroom

Weighing or measuring various objects in the classroom

Lighting or blowing out a candle

Being allowed to move desks

Sitting beside a friend

Going to the library

Helping the librarian

Writing to the author of a favorite book

Looking at a globe

Making or flying a kite

Popping corn

Making a puppet

Carrying the ball or bat to recess

Visiting with the principal

Making a book

Recording time taken to do tasks

Having a spelling bee

Doing a science experiment

Telling the teacher when it is time to go to lunch

Reading a wall map

Having an arithmetic contest at the chalkboard

Sewing

Giving a spelling test

Adjusting the window shades

ADDITIONAL READING

Ackerman, J.M. Operant Conditioning Techniques for the Classroom Teacher. Glenview, Ill.: Scott, Foresman, 1972.

Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart, & Winston, 1969.

Becker, W.C., ed. An Empirical Basis for Change in Education. Chicago: Science Research Associates, 1971.

Becker, W.C., Engelmann, S., & Thomas, D.R. Teaching: A Course in Applied Psychology. Chicago: Science Research Associates, 1971.

Blackman, G.J., & Silberman, A. Modification of Child Behavior. Belmont, California: Wadsworth, 1971.

Bradfield, R.H., ed. Behavior Modification: The Human Effort. San Rafael, California: Dimensions, 1970.

Buckley, N.K., & Walker, H.M. Modifying Classroom Behavior. Champaign, Illinois: Research Press, 1970.

Carter, R.D. Help! These Kids Are Driving Me Crazy. Champaign, Illinois: Research Press, 1971.

Clarizio, H.F. Toward Positive Classroom Discipline. New York: John Wiley, 1972.

Fargo, G.A., Behrns, C., & Nolen, P., eds. Behavior Modification In The Classroom. Belmont, California: Wadsworth, 1970.

Gallagher, P.A. Positive Classroom Performance: Techniques for Changing Behavior. Denver, Colorado: Love Publishing Co.: 1971.

Ghagey, W.J. The Psychology of Discipline in the Classroom. New York: Macmillan, 1968.

Girner, Abraham and Graubard, Paul S. A Handbook of Behavior Modification for the Classroom. New York: Holt, Rinehart and Winston, 1974.

Hall, R.V. Managing Behavior. Lawrence, Kansas: H & H Enterprises, 1971.

Haring, N.G. and Phillips, E.L. Analysis and Modification of Classroom Behavior. Englewood Cliffs, New Jersey: Prestice-Hall, 1972.

Harris, M.B., ed. Classroom Use of Behavior Modification. Columbus, Ohio: Charles E. Merrill, 1972.

Homme, L. How To Use Contingency Contracting in The Classroom. Champaign, Illinois: Research Press, 1969.

Madsen, C.H. and Madsen, C.K. Teaching/Discipline. Boston: Allyn & Bacon, 1970.

Meacham, M.L. and Wiesen, A.E. Changing Classroom Behavior: A Manual for Precision Teaching. Scranton, Pennsylvania: International Textbook Company, 1969.

Mikulas, W.L. Behavior Modification: An Overview. New York: Harper & Row, 1972.

Neisworth, J.T., Deno, S.L. and Jenkins, J.R. Student Motivation and Classroom Management: A Behavioristic Approach. Lemont, Pennsylvania: Behavior Technics, 1969.

O'Leary, K.D. and O'Leary, S.G., eds. Classroom Management: The Successful Use of Behavior Modification. New York: Pergamon Press, 1971.

Patterson, G.R. and Gullion, M.E. Living With Children: New Methods for Parents and Teachers. Champaign, Illinois: Research Press, 1968.

Skinner, B.F. The Behavior of Organisms. New York: Appleton-Century-Crofts, 1938.

_____. Science and Human Behavior. New York: Macmillan, 1953.

_____. The Technology of Teaching. Des Moines, Iowa: Meredith, 1968.

_____. Walden Two. New York: Macmillan, 1948.

Stainback, W.C., Payne, J.S., Stainback, S.B., and Payne, R.A. Establishing a Token Economy in the Classroom. Columbus, Ohio: Charles E. Merrill, 1973.

Sulzer, B. and Mager, G.R. Behavior-Modification Procedures for School Personnel. Hinsdale, Illinois: Dryden Press, 1969.

Wallace, Gerald and Kauffman, James M. Teaching Children With Learning Problems. Columbus, Ohio: Charles Merrill, 1973.

RESEARCH BULLETINS

The Self and Academic Achievement
-W. W. Purkey
Slow Learner Problem in the Classroom
-M. Cunningham
Theory Into Practice Through Systematic Observation
-R. Ober
The Search for Self: Evaluating Student Self Concepts
-W. W. Purkey
The Nongraded School
-Breivogel and Rogers
Sensitivity Training in Perspective
-B. Ellis
Writing Behavioral Objectives
-H. McAshan
School Advisory Committee
-Breivogel and Greenwood
Enhancement of the Self-Concept: A Case Study
-Edgar, Guertin, et al.
Educational Provision for Emotionally Disabled Children
-Bullock and Brown
The Administrator Looks at Programs for Emotionally Disturbed Children: Guidelines for Planning
-Bullock and Justen
The Learning Centers Approach to Instruction
-George, Kinzer, et al
Case Law and Education of the Handicapped
-Collings and Singletary
Individualization of Instruction - High School Chemistry: A Case Study
-Altieri and Becht
Competencies Needed for Teaching Emotionally Disturbed and Socially Maladjusted Children and Youth: Implications for Staff Development
-Bullock, Kelly, and Dykes
Value Clarification in the Social Studies: Six Formats of the Value Sheet
-Casteel and Stahl
The Florida Professional Practices Council
-Newell and Ingram
Performance Based Teacher Supervision Using Modeling
-Koran and Koran
Ten Years of Open Space Schools: A Review of the Research
-George
Annual Report of School Progress: An Analysis and Indication of Alternatives
-Breivogel and Greenwood

Bulletins listed above:	
Single copies:	$1.00
Five or More Copies:	10% Discount
Libraries and Students:	25% Discount

Orders of four or less must be prepaid
All billed orders will carry postage and handling charges.

FLORIDA EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL, INC.

Officers:

President, Wendell Kilpatrick
Treasurer, George Marshall

Board of Directors:

Buren Dunavant; Laura Geddie; Frank Green; Samuel Hunter;
William Odom; Robert Shaffer; C. A. Vaughn

Executive Secretary:

William F. Breivogel, University of Florida

Assoc. Exec. Sect., North Florida Component:

Jeff Pyatte, University of West Florida

Assoc. Exec. Sect., South Florida Component:

Charlie Council, Florida Atlantic University

Alachua County	Dr. Martha Chang
Baker County	Mrs. Yvonne Stephens
Bradford County	W. L. Kilpatrick
Citrus County	Mrs. Orpha Brown
Collier County	Dr. Gene Barlow
Columbia County	Dr. Frank Phillips, Supt.
Dixie County	Lloyd Jones
Flagler County	Walter S. Morris, Jr.
Gilchrist County	Leroy Bowdoin
Gulf County	Mrs. Laura Geddie
Hamilton County	John Hart
Hernando County	Mrs. Ruth Marsh
Highlands County	James Ferrell Smith
Indian River County	Samuel A. Hunter
Lafayette County	Albert J. Winburn, Supt.
Lake County	Dr. C. A. Vaughn, Jr.
Lee County	Hugh C. Flanders
Levy County	Mrs. Pearle Gibbons
Madison County	Dr. Oscar A. Beck
Manatee County	George Marshall
Marion County	Al Appleby
Martin County	Dr. Robert Shaffer
Nassau County	William L. Webb
Okeechobee County	James A. Young
Pasco County	Mary Giella
Polk County	Daniel Hutchison
Putnam County	William Odom
St. Johns County	Mrs. Gertrude Taylor
St. Lucie County	Dr. Charles Richards
Santa Rosa County	Frank Green
Sumter County	Wayne Ham
Suwannee County	Everett L. Williamson
Taylor County	Robbins R. Woodell
Union County	Buren L. Dunavant
Washington County	Kelly Brock, Supt.

Associate Membership:

Panhandle Area Educational Cooperative, W. L. Kitching, Dir.